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ABSTRACT

A study examined the nontraditional adult vocational education practices and programs in Oklahoma that were designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education. Following a mail survey to all adult vocational education institutions in Oklahoma, researchers identified 47 such practices/programs. Of these, 13 were perceived as promising to increase accessibility for adults in vocational education. The following seven practices/programs were found to be transportable: summer school open-entry/open-exit secretarial training, transporting postsecondary students, the Industry Measurement Program, The Nontraditional Occupational Training Program for Women, child development and day care services for adults enrolled in day programs, the Small Business Management Program, and open-entry/open-exit for adults programs. Recommendations included calls for local research studies to investigate barriers to enrollment in adult programs; to develop a program to collect, evaluate, and disseminate nontraditional adult vocational education practices and purposes in Oklahoma; and to conduct a followup study to validate the accessibility and transportability of selected programs and practices. (Appended to the report are the survey instrument as well as information concerning the transportability of various promising practices and programs.) (MN)

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IDENTIFICATION OF NONTRADITIONAL ADULT VOCATIONAL EDUCATION PRACTICES AND PROGRAMS IN OKLAHOMA

Samuel G. Wadsworth

July, 1982
Research Coordinating Unit
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ABSTRACT

Identification of Nontraditional Adult Vocational Education Practices and Programs in Oklahoma

The purpose of this study was to identify the existing nontraditional adult vocational education practices and programs in Oklahoma that were designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education. All adult vocational education institutions were surveyed. Panels of adult vocational educators assessed the accessibility of each practice and program included in the study and the transportability of selected practices and programs. Forty-seven practices and programs were identified by the study. Thirteen were perceived by a panel as promising to increase accessibility for adults in vocational education. Seven of the promising practices and programs were perceived by a second panel as being transportable. The recommendations include the following: 1) Adult vocational educators should plan and carry out local research studies to determine what barriers exist for adults in their geographic area and what practices and/or programs would eliminate them. 2) A continuing system of collection, evaluation, and dissemination of nontraditional adult vocational education practices and programs should be devised and implemented in Oklahoma. 3) A follow-up study should be initiated to validate the accessibility and transportability of selected practices and programs. 4) An indepth study of the nontraditional technical and occupational education practices and programs should be conducted in Oklahoma at the institutions of higher education. Identified programs and practices, sites, and contacts are listed in the appendices.

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INTRODUCTION

Recent studies have shown that millions of American adults were not able to acquire the education or vocational-technical training they needed to reach their occupational goals. Arbeiter (1978) estimated that 40 million American adults were in career transition and that 60 percent plan to seek additional training to enter new fields or advance in their present field. The College Entrance Examination Board (1978) reported that only 17 million American adults were enrolled in some form of formal education. This indicates that 30 percent of the adults in career transition who were seeking additional training, were not being served.

In Oklahoma the percentage of unserved adults was higher. Morton and Hatfield (1977) estimated that 154,000 to 195,000 adults were interested in occupational training. However, the Oklahoma Advisory Council for Vocational Education (1980) reported only 88,000 were served by the existing vocational education structure. The indications were that 45 to 53 percent of the interested adults were not being served.

The Problem

Studies (Morton & Hatfield, 1977; Copa, 1978; Farning and Borden, 1978; Stewart, 1979; Eliason, 1980; Michaelson, 1980) have listed reasons adults give for their non-participation in vocational programs. Invariably inaccessibility of one kind or another was always listed, viz. courses offered at inconvenient times, prohibitive cost, inconvenient locations, length of programs, and traditional delivery systems.

In the second draft of the introduction to a multi-state/multi-year study ("Alternative Instruction Approaches to Enhance Accessibility to Vocational Education [A Multi-State, Multi-Year Study]," 1981) of nontraditional adult vocational delivery systems by the vocational research coordinating units of West Virginia, North Carolina, Florida, and Oklahoma, the writer elaborates on the limited accessibility of traditional delivery systems:

> This limited accessibility may be partly due to the constraints of the traditional approach. There are certain characteristics generally attributed to a traditional delivery of instruction: participants travel to a central location for classroom-oriented leader-directed program which is characterized by a specified time schedule, a predetermined syllabus, deadlines for assignments and evaluations, and a specified number of credits per unit of instruction. It is

contended that these traditional processes for delivery of instruction are perceived by many individuals as barriers which may limit participation (page 2).

Farning and Borden (1978) noted another type of barrier to adult participation in vocational education, the inability to decide. James (1981) pointed out that physical handicaps and health problems as well as feelings of educational inadequacy and socio-economic problems become barriers for many. Family commitments and children were mentioned as barriers in the Morton and Hatfield (1977), Copa (1978), and Michaelson (1980) studies. Charters (1980) discovered that fear and discrimination were barriers for older adults. These barriers and others prevent adults from participating in vocational programs and fulfilling their occupational goals.

The problem simply stated as a question is: How can vocational educators in Oklahoma improve or increase their services to serve those adults who desire, but are not receiving, vocational training?

The Purpose

The purpose of this study was to identify the existing nontraditional adult vocational education practices and programs in Oklahoma that were designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education. This state-of-the-art study should provide the first identification of a comprehensive list of programs and practices in Oklahoma, whose programs can be duplicated to increase the number of adults served by vocational education.

Definitions

The following definitions are offered to enhance the understanding of this study:

Adult: Any human being, past the age of puberty, who has discontinued his full-time attendance in a formal school situation, and functions in one or more adult life roles, viz. spouse, parent, worker, or any human being who has reached the legal and/or socially prescribed age of assumption of adult rights, privileges, and responsibilities (National Advisory Counsel on Adult Education 1980, page 3).

Adult Learner: An adult who is enrolled in any course of study, whether special or regular, to develop new skills or qualifications or improve existing skills and qualifications (National Advisory Council on Adult Education, 1980, page 3).

Adult Vocational Education: Organized educational programs which are directly related to the preparation of adults for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Post-Secondary Technical and Occupational Education: Adult vocational education programs offered by the Oklahoma State System for Higher Education at Oklahoma colleges and universities.

Skill Centers: Adult vocational education training centers primarily for low-income adults, CETA clientele, or inmates of correctional centers.

Area Vocational-Technical Schools: Regionally located vocational training centers which work in conjunction with area high schools to train secondary students for a variety of occupations. These centers also offer training programs for adults.

Nontraditional Practices and Programs: Those practices and programs that are unique or customized for adult vocational education and help break down a barrier or barriers to adult participation.

Promising Practices and Programs: Those practices and programs that increase accessibility for adults in vocational education.

Transportable: Movable to a new or different educational environment.

Research Questions

1. What are existing nontraditional adult vocational education practices and programs in Oklahoma that increase accessibility for adults?

2. Which of the nontraditional adult vocational education practices and/or programs in Oklahoma are most promising in increasing accessibility for adults?

3. Which of the most promising nontraditional adult vocational education practices and/or programs in Oklahoma are the most transportable to new or different educational environments?

Limitations

1. This study was limited to public educational institutions. The practices and programs reported were those that adult vocational educators thought were nontraditional.

PROCEDURE

A. Conduct a mail survey of all public post-secondary institutions which offer technical and occupational education programs, area vocational-technical schools, inmate training centers, skill centers, supervisory staff or occupational programs at the Oklahoma State Department of Vocational and Technical Education, and individual instructors of adult courses at Oklahoma high schools. (See Appendix E.)

B. Private and proprietary schools will not be surveyed.

C. Prepare a list of nontraditional adult vocational education programs and practices with the following information:

   1. Name of practice or program
   2. Geographic location
   3. Brief description
   4. Contact person, address, and telephone number

D. Develop an instrument to evaluate the level the practices or programs promise to increase accessibility for adults. (See Appendix F.)

E. Establish a five-member panel of adult vocational educators to rate the accessibility of the practices and programs. (See Appendix G.)

F. Prepare a list of the practices and programs and the rating of each by the panel.

G. Gather information, on each of the highest-rated practices and programs, concerning transportability. (See Appendix H.)

H. Develop an instrument to evaluate the transportability of the practices and programs. (See Appendix I.)

I. Establish a five-member panel of adult vocational educators to evaluate the transportability of the practices and programs. (See Appendix G.)

J. Prepare a list of the top-rated practices and programs and their transportability ratings.

RESULTS

A portion of the results of this study appear in the appendices. Appendix A contains the description and transportability information on the seven practices and programs that were perceived as promising to increase accessibility for adults in vocational education and were transportable. Appendix B contains the description and transportability information on two promising practices and programs which were not considered transportable. Appendix C contains the description of the four promising practices and programs for which transportability information was unavailable. Appendix D contains the description for the 36 other practices and programs which were included in the study.

Return Rates and Responses

The survey return rates and responses are displayed in Table I. Survey instruments were mailed to 77 directors and supervisors. The directors and supervisors referred the researcher to 53 individual instructors of programs in the field who were surveyed. A total of 130 survey instruments were mailed. Overall response to the surveys was 74, or 57 percent.

The group with the highest percentage of respondents was the state supervisors. This, in part, may be accounted for by the close proximity of the supervisors to the researcher and to the fact that they referred the researcher to exemplary programs rather than giving specific data. The directors of the technical and occupational (T & O) programs had the lowest response rate, which may be due to the fact that the researcher was unable to identify the individual directors by name. At least one respondent from this group was clearly not the director of T & O programs at his institution. Several other respondents were identified as top administrative officials at their institutions.

While 17, or 45 percent, of the directors of area vocational-technical schools (AVTS) responded, only 53 percent, or 9, of them submitted data on practices or programs. Several, however, submitted more than one practice or program. It is interesting to note that all of the instructors' group submitted practices or programs. The reason may lie in the fact that they were all asked to submit data on specific programs on which a referral had been received.

TABLE I
SUMMARY OF RETURNS BY RESPONDENT GROUP

Respondent Groups	Surveys Mailed Out	Number of Responses	Percent of Mailouts	Number Submitting Data	Percent of Return	Number of Innovations Submitted	Percent of Total Innovations
Technical & Occupational Program Directors	26	10	38%	4	40%	7	11%
Area Vocational/Technical School Directors	38	17	45%	9	53%	39	59%
Skill Centers/Inmate Training Center Directors	5	3	60%	2	67%	3	4%
State Supervisors of Occupational Programs	8	7	89%	4	57%	NA	NA
Instructors Referred by Others	53	37	70%	37	100%	17	26%
Total	130	74	57%	56	76%	66	100%

Concerning the number of practices and programs submitted, several items were notable:

1. The state supervisors did not directly oversee practices or programs and, therefore, referred the researcher to AVTS instructors, high school instructors, and State Department of Vocational and Technical Education staff members responsible for specific programs or practices. Because of the referrals, no figures appear in this column in Table I.

2. The programs and practices submitted by the instructors who were on staff at AVTS were added to the totals of the AVTS directors' group to represent the total submitted from AVTS. This accounts for the apparent discrepancy in the data from the instructors' group.

3. Fifty-nine percent, or 39 of all practices and programs submitted, came from the AVTS while seven, or 10.6 percent were from the T & O group. Of the 66 practices and programs submitted from all sources, 47 were included in the study. Four of the 47 were from T & O programs while 43 were from institutions under the authority of the State Department of Vocational and Technical Education.

Findings on Accessibility and Transportability

Nineteen practices and programs were excluded from the study. Most were excluded because they did not meet the definitions of nontraditional or adult vocational education. One program was excluded because it was designed for secondary students. Several others were excluded, even though they were nontraditional, because they did not affect accessibility.

Table II indicates the ratings given to each of the 47 programs or practices by the panel on accessibility. Thirteen had ratings of 3.5 or better on a five-point scale and were included in the transportability assessment. The practice with the highest rating (4.4) was transporting post-high school students along with high school students to the area vocational-technical school. Three programs and two practices were rated 4.0. One practice and one program were rated 3.8. All of the groups with a 3.6 rating were programs or courses which were part of larger programs. The lowest rated program, with a 2.2 score, was a self-improvement program.

The information form for gathering transportability data was sent to the directors or instructors of the 13 practices and programs which were rated as increasing accessibility for adults. A second contact was necessary for seven of the practices and programs. Four practices or programs were excluded from the transportability assessment after attempts to secure the necessary data failed.

TABLE II

ACCESSIBILITY RATINGS OF IDENTIFIED NONTRADITIONAL ADULT VOCATIONAL PROGRAMS AND PRACTICES

Rating Maximum = 5.0	Name of Practice or Program
4.4	Transporting Post-High School Students Along With High School Students to the AVTS
4.0	Industrial Training
4.0	"Your Profits are Shrinking"--A Training Session on Shrinkage Control
4.0	Open-Entry/Open-Exit Enrollment of Adults Provided in All Classes Except Practical Nursing
4.0	Summer School Open-Entry/Open-Exit for Secretarial Training
4.0	Basic and Refresher Emergency Medical Technician Courses
3.8	Child Development and Day-Care Services for Adults Enrolled in Day Programs
3.8	Small Business Management
3.6	Nontraditional Occupational Training Programs for Women
3.6	Apprentice Training
3.6	Industrial Measurement Program
3.6	Silversmithing and Lapidary
3.4	Law Officers Seminar: Oil-Field Theft Investigation
3.4	Emergency Medical Technician
3.4	School and Factory Training
3.4	Cashier/Checker Class
3.4	Hotel/Motel Human Relations
3.4	Business/Office Programs

Table II, Accessibility Ratings of Identified Nontraditional Adult Vocational Programs and Practices (Continued)

Rating Maximum = 5.0	Name of Practice or Program
3.4	Vehicle Extrication--14-Hour Program
3.4	Photography--Basic and Advanced
3.4	Talk-Back TV from Seven Universities in Oklahoma
3.4	The Great Plains Vo-Tech Service Center
3.2	Business and Office Education--Data Processing
3.2	Small Business Management
3.2	Farm Business Management
3.0	Successful Supervision - A
3.0	Educational Child-Care Coordinator for Child-Care Homes and Headstart Centers
3.0	The Center for Career Assessment
3.0	Immediate Job Entry
3.0	Pre-Enrollment Program, Fort Howard Paper Company
3.0	Adult Extension Program
3.0	Management of Bees--Four-Hour Program
3.0	An Ongoing Industrial Skills Training Program
2.8	Select the Best
2.8	Successful Supervision - B
2.8	Changing Roles of Women in Society
2.8	Controlled Data Learning Computer (PLATO)
2.8	Commercial Sewing Machine Repair
2.8	Typing I
2.6	Displaced Homemaker Center

Table II, Accessibility Ratings of Identified Nontraditional Adult Vocational Programs and Practices (Continued)

Rating Maximum = 5.0	Name of Practice or Program
2.6	Military Correspondence Course
2.6	I.V. Therapy
2.6	Nurse Aide
2.6	Ward Clerk
2.4	Data Processing
2.2	Self-Improvement--Adult Education Program

Transportability information sheets and evaluation forms were sent to each member of the panel. Table III represents the average rating by panel members for each practice or program. Total possible points was 91. All but two were rated as transportable. The two highest rated were the "Summer School Open-Entry/Open-Exit for Secretarial Training" and "Transporting Post-High School Students Along With High School Students to the AVTS." The two that were deemed not transportable were "Apprentice Training" and "Mobile Career Development Program."

TABLE III

TRANSPORTABILITY RATINGS OF SELECTED PRACTICES AND PROGRAMS

Rating Maximum = 91	Name of Program or Practice
81.0	Summer School Open-Entry/Open-Exit for Secretarial Training
79.4	Transporting Post-High School Students Along With High School Students to the AVTS

Table III, Transportability Ratings of Selected Practices and Programs (Continued)

Rating Maximum = 91	Name of Program or Practice
76.0	Industrial Measurement
75.6	Nontraditional Occupational Training for Women
70.8	Child Development and Day-Care Services for Adults Enrolled in Day Programs
70.2	Small Business Management
70.0	Open-Entry/Open-Exit Enrollment for Adults Provided in All Classes Except Practical Nursing
67.8	Apprentice Training
49.0	Mobile Career Development Program

CONCLUSIONS

The findings of this study indicate the following conclusions can be made.

1. The study identified 47 nontraditional practices and programs that adult vocational educators thought increase accessibility for adults. A panel of adult vocational educators reviewed the description of each practice and program and evaluated each on its promise to increase accessibility. The panel rated 13 practices and programs as promising to increase accessibility for adults in adult vocational education. It can be concluded then, that there are nontraditional adult vocational education practices and programs that increase accessibility for adults in vocational education.

2. A panel of adult vocational education administrators reviewed the data relating to the transportability of nine of the "promising" practices and programs and evaluated the transportability of each. Seven of the practices and programs were rated as transportable to new or different educational environments. It is concluded that there are nontraditional adult vocational education practices and programs in Oklahoma that promise to increase accessibility that will work in a variety of educational settings.

3. Individuals contacted by the researcher concerning transportability information expressed reluctance to provide the information. Instructors often had not been on staff when the practice or program was initiated and were not knowledgeable of information requested. Directors felt it was an imposition to search out the information and to fill in the form, particularly if more than one practice or program were involved. One director flatly refused to write anything down but did agree to give the information over the phone. Four did not respond at all. Another director indicated that the nature and availability of the requested information had caused delays in its submission. The information was frequently incomplete and required a phone contact for completion. Because of these problems, it is concluded that information necessary to assess transportability is not readily available and difficult to obtain.

4. Fifty-nine percent of all the practices and programs were submitted by the directors and staff of area vocational-technical schools. In addition, 91 percent of the practices and programs that met the criteria for inclusion in the study were submitted by AVTS directors and staff. All of the referrals came from the state supervisors. It must be noted that the AVTS, skill centers/inmate training centers, state supervisors, and instructors of adult programs all come under the authority of the State Department of Vocational-Technical

Education. These groups together accounted for 89 percent of the practices and programs submitted. The researcher concluded that the adult vocational educators connected with the State Department of Vocational and Technical Education were willing to share program information.

5. The field-test results of the transportability evaluation tool made the researcher aware of biases held by adult vocational educators at specific institutions. From comments made to the researcher and patterns in the evaluations, it became apparent that biases created by factors that were affecting specific institutions were affecting how any given item was rated on the evaluation. If an institution did not have the base program for which a practice was designed to increase enrollment, the evaluator from that institution gave a low rating to the practice. This effect was noted with each of the panel members from local institutions. It is, therefore, concluded that it is difficult for adult vocational educators at teaching institutions to evaluate cross-state practices and programs without local conditions biasing the evaluation.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were made:

1. Adult vocational educators should plan and carry out local research studies to determine what barriers exist for adults in their geographic area and what practices and/or programs would eliminate them.

2. A continuing system of collection, evaluation, and dissemination of nontraditional adult vocational education practices and programs should be devised and implemented in Oklahoma.

3. The procedure and instruments of this study would be useful in the collection and evaluation of data concerning nontraditional adult vocational education in Oklahoma and other states.

4. State-level administrators of adult vocational education should be used to evaluate transportability in future studies of this type.

5. A follow-up study should be initiated to validate the findings of this study by field testing the accessibility and transportability of selected practices and programs.

6. Adult vocational educators should be encouraged to report new nontraditional practices and programs affecting adults.

7. An indepth study of the nontraditional technical and occupational education practices and programs should be conducted at the institutions of higher education in Oklahoma.

8. Studies of this type should be conducted in all states and the results disseminated nationally.

9. The results of this study should be included in the multi-state/multi-year study on adult vocational education by the Research Coordinating Units of the State Department of Vocational and Technical Education of Florida, North Carolina, West Virginia, and Oklahoma.

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APPENDIX A

PRACTICES AND PROGRAMS CONSIDERED PROMISING AND TRANSPORTABLE

SUMMER SCHOOL -- OPEN-ENTRY/OPEN-EXIT SECRETARIAL TRAINING

GOAL:	The goal of this program was to provide 15 different modules of training in the secretarial training program using the open-entry/open-exit format.
BACKGROUND:	Summer school courses were basic, advanced, and expert typewriting; professional typewriting; machine transcription; beginning and advanced Gregg shorthand; filing; business machines; English; correspondence; mathematics; Business Recordkeeping I and II; and office procedures. The open-entry/open-exit practice was a continuation of a practice used in the fall and spring semester.
DESCRIPTION:	Summer courses are offered in the business and office area, secretarial training and information processing. Since the program is open-entry/open-exit, students can arrange courses around their schedule.
MATERIALS NEEDED:	No extra materials are needed for this on-going program.
EQUIPMENT NEEDED:	No additional equipment is required.
SUPPLIES NEEDED:	No supplies are needed for this practice.
SPACE REQUIRED:	No additional space is required.
COST OF PROGRAM:	No additional cost.
SOURCE OF FUNDING:	No additional sources of funding are needed.
TIME REQUIRED TO ESTABLISH PROGRAM:	Since it is a continuation of regular programs, no additional time is required.
PLANNING/TEACHER PREPARATION:	Orientation of instructor to self-paced or individualized instructional curriculum may vary.
PERSONNEL NEEDS:	No additional personnel are needed to implement this practice.
LOCATION:	Indian Meridian AVTS, Stillwater, Oklahoma
CONTACT PERSON:	Kent Metcalf Indian Meridian AVTS 1312 S. Sangre Road Stillwater, OK 74074

TRANSPORTING POST-SECONDARY STUDENTS

GOAL:	To meet the transportation needs of post-secondary students wanting to receive vocational training. This eliminates the discrimination by age in regard to transportation for students in our school district.
BACKGROUND:	Existing routes, buses, and drivers that are used to transport high school students to the training facility are used to transport adult students. One pickup and return point is designated for all students (high school and adult) in a community.
DESCRIPTION:	Transportation is provided for students from the two high schools in our district to the vo-tech school. Any students attending a day program at the school may take advantage of the bus transportation, regardless of age. Our student population is composed of over 50 percent post high school students, and we feel the same opportunities should be available for these students as are available for the students still in high school.
MATERIALS NEEDED:	No materials are needed for this practice.
EQUIPMENT NEEDED:	Existing buses are used.
SUPPLIES NEEDED:	No supplies are needed for this practice.
SPACE REQUIRED:	No space is required for this practice.
COST OF PROGRAM:	There is no additional cost for picking up adult students.
SOURCE OF FUNDING:	No extra sources of funding are needed to implement or maintain this practice.
TIME REQUIRED TO ESTABLISH PROGRAM:	Minimal with existing program.
PLANNING/TEACHER PREPARATION:	None.
PERSONNEL NEEDS:	No extra staff required.
LOCATION:	Moore and Norman school districts.
CONTACT PERSON:	Sam Kerr Moore-Norman Area Vo-Tech School 4701 12th Avenue N.W. Norman, OK 73069

INDUSTRY MEASUREMENT PROGRAM

GOAL:	To provide the student with a basic understanding of measurement.
BACKGROUND:	The measurement program is part of a maintenance training program designed to serve industry. The measurement program includes units of measurements, metric and linear measurement, measuring motion, forces, temperature, fluids, and electricity.
DESCRIPTION:	Math/measurement program provided to employees at their work site in Stroud. This program will become a part of the company apprenticeship program.
MATERIALS NEEDED:	Reference materials as determined by the teacher.
EQUIPMENT NEEDED:	Measuring devices are borrowed from regular programs.
SUPPLIES NEEDED:	No special supplies are needed for this course.
SPACE REQUIRED:	Regular classroom.
COST OF PROGRAM:	$400 per semester--mostly for teachers' salary.
SOURCE OF FUNDING:	Industry pays expenses.
TIME REQUIRED TO ESTABLISH PROGRAM:	Two months.
PLANNING/TEACHER PREPARATION:	Approximately 20 hours.
PERSONNEL NEEDS:	One part-time instructor with approximately 20 hours of training, depending on skills and previous training.
LOCATION:	Stroud, Oklahoma
CONTACT PERSON:	Dr. Larry Ann Holley, Coordinator Short-Term Adult Education Central Tech AVTS 3 CT Circle Drumright, OK 74030

NONTRADITIONAL OCCUPATIONAL TRAINING PROGRAM FOR WOMEN

GOAL:	To give interested women an opportunity for hands-on experience in each of the 14 occupations taught at the school.
BACKGROUND:	The program was started four years ago at the request of local industry. Each year 18 women are enrolled in the evening program. The first class is an introduction to the various training programs with guest speakers, women employed in some of the occupations. In the following classes the women are introduced to each shop and are given instruction and actual hands-on experience with each of the occupations. The women have the option of enrolling in any of the programs they choose.
DESCRIPTION:	Three-hour introduction to nontraditional occupations (14 taught at school). Students then select a training program and are trained in regular program. Introduction held once a year. Commercial advertising and word-of-mouth from past trainees bring in interested women.
MATERIALS NEEDED:	No materials are needed outside of those regularly used with each training program.
EQUIPMENT NEEDED:	The equipment from the on-going programs are used.
SUPPLIES NEEDED:	No additional supplies are needed.
SPACE REQUIRED:	No extra space is required.
COST OF PROGRAM:	Since the program utilizes the on-going program facilities, materials, equipment, and supplies--there is no additional cost for the program.
SOURCE OF FUNDING:	No extra sources of funding are needed.
TIME REQUIRED TO ESTABLISH PROGRAM:	One month.
PLANNING/TEACHER PREPARATION:	One month.
PERSONNEL NEEDS:	Current staff is utilized in the shops. The adult education coordinator oversees the program.

LOCATION: Muskogee, Oklahoma

CONTACT PERSON: Louis Lemons
Adult & Industrial Education Coordinator
Indian Capital AVTS
Route 6, Box 206
Muskogee, OK 74401

CHILD DEVELOPMENT AND DAY-CARE SERVICES FOR ADULTS ENROLLED IN DAY PROGRAMS

GOAL:	To provide day care for the children of adult students who could not participate in the training programs without such care being available.
BACKGROUND:	The school was able to document that a significant number of adults had to drop from training programs or could not enroll because of the expense of child care. The school operates a training program in child care and has a licensed day-care lab. Adult students who meet the "disadvantaged" criteria may enroll their children free of charge. Parenting classes are also provided free of charge on a monthly basis. The school added this practice to its existing child-care program.
DESCRIPTION:	A child-development and day-care center is provided free of charge for children of adult students enrolled in daytime classes. Parenting classes for these adults are also provided regularly.
MATERIALS NEEDED:	No extra materials needed.
EQUIPMENT NEEDED:	No additional equipment is needed.
SUPPLIES NEEDED:	No additional supplies are needed.
SPACE REQUIRED:	No additional space is required.
COST OF PROGRAM:	Estimated at $7-$9 per day per child. This is not an extra cost to the program.
SOURCE OF FUNDING:	School lunch program and Oklahoma State Department of Vocational and Technical Education Disadvantaged Funds.
TIME REQUIRED TO ESTABLISH PROGRAM:	Since the day-care program already exists, a minimal amount of time is required to establish this practice.
PLANNING/TEACHER PREPARATION:	No additional time is needed since program is already in existence.
PERSONNEL NEEDS:	No additional staff is needed.
LOCATION:	Kiamichi Area Vo-Tech School McAlester, OK 74501
CONTACT PERSON:	Charles R. Boyd, Director Kiamichi AVTS P.O. Box 308 McAlester, OK 74501

SMALL BUSINESS MANAGEMENT PROGRAM

GOAL:	Recruit, instruct, train, and guide small business entrepreneurs from all over the area to understand their business problems and to develop in them knowledge, business skills, and desire to improve their business situation so that it is more profitable and rewarding to them and their families.
BACKGROUND:	The small business management course considers the basic principles and philosophy of organizing and developing a small business enterprise, keeping in mind the goals of the client for himself and family, including the financial rewards.
DESCRIPTION:	Course duration--Classes begin in September and finish in June. Clients are expected to come to a seminar meeting once a month on campus in the evening. The instructor visits each client once a month at the client's place of business. The "at-business" class session usually lasts about one hour and forty minutes. A regular lesson is taught at this time. In addition, client and instructor may discuss a particular business problem pertinent to the client's business.
MATERIALS NEEDED:	None
EQUIPMENT NEEDED:	16-millimeter film projector Slide/tape projector Video tape player
SUPPLIES NEEDED:	Paper
SPACE REQUIRED:	Regular classroom
COST OF PROGRAM:	Approximately $23,000 per year to school for teacher, supplies, and travel
SOURCE OF FUNDING:	Most resource material donated; local funding for paper, salaries, and travel
TIME REQUIRED TO ESTABLISH PROGRAM:	Two months to set up program
PLANNING/TEACHER PREPARATION:	Two months for planning
PERSONNEL NEEDS:	One full-time instructor

LOCATION: El Reno, Oklahoma

CONTACT PERSON: Mr. Frank Kerr, Instructor
Canadian Valley AVTS
P.O. Box 579
El Reno, OK 73036

OPEN-ENTRY/OPEN-EXIT ENROLLMENT FOR ADULT PROGRAMS

GOAL:	Enroll students each Monday when space is available in class and it is feasible for the student to succeed.
BACKGROUND:	Applied open-entry/open-exit practice to existing programs (except practical nurse program).
DESCRIPTION:	An adult may enroll any day of the week, Monday through Friday, in any course on campus except practical nursing--provided there is room in the class.
MATERIALS NEEDED:	No additional materials needed. However, the curriculum needs to be in modular format.
EQUIPMENT NEEDED:	No additional equipment needed.
SUPPLIES NEEDED:	No additional supplies needed.
SPACE REQUIRED:	No additional space required.
COST OF PROGRAM:	No cost to implement if the curriculum is in modular formation. Regular clerks assume the responsibility for record-keeping.
SOURCE OF FUNDING:	None.
TIME REQUIRED TO ESTABLISH PROGRAM:	A minimal amount of time is required to establish the practice if the curriculum is in module format.
PLANNING/TEACHER PREPARATION:	Orienting instructors to self-paced or individualized instructional curriculum may vary with different faculties.
PERSONNEL NEEDS:	Requires staff to keep up with paperwork involved in the enrollment process. May either hire extra part-time clerk or assign duties to regular staff.
LOCATION:	Kiamichi Area Vo-Tech School McAlester, OK 74501
CONTACT PERSON:	Ed Harrington, Counselor Kiamichi AVTS P.O. Box 308 McAlester, OK 74501

APPENDIX B

PROMISING PRACTICES AND PROGRAMS CONSIDERED NONTRANSPORTABLE

APPRENTICE TRAINING

GOAL:	To provide apprentice training in support of union and management programs.
BACKGROUND:	The adult education coordinator of the area vocational-technical school (AVTS) works closely with union and management councils on apprentice training for various occupations represented in the local area. He goes to business and industry, and labor and acquaints them with existing programs. He sells the idea that they could save some expense by taking advantage of the on-going programs at the AVTS. The classes are open to union and non-union persons alike.
DESCRIPTION:	144-hour apprenticeship program set up on request of union and management. Program meets from 6:30 to 9:30, two nights a week. School provides class and shop training. Seven unions participate. Plans to have training for 2nd and 3rd shifts fall '81. School operates on trimester basis.
MATERIALS NEEDED:	Since the apprentice training courses are the regular on-going classes at the AVTS, no additional materials are needed.
EQUIPMENT NEEDED:	No additional equipment is needed.
SUPPLIES NEEDED:	No additional supplies are needed.
SPACE REQUIRED:	No additional space is required.
COST OF PROGRAM:	No extra costs are associated with this practice.
SOURCE OF FUNDING:	No extra source of funding is needed.
TIME REQUIRED TO ESTABLISH PROGRAM:	As needed for coordination with various interested parties in business and industry.
PLANNING/TEACHER PREPARATION:	No additional time required since the program is a part of the regular programs offered.
PERSONNEL NEEDS:	No additional staff required.
LOCATION:	Muskogee, Oklahoma
CONTACT PERSON:	Louis Lemons Adult & Industrial Education Coordinator Indian Capital Area Vocational-Technical School Route 6, Box 206 Muskogee, OK 74401

REGIONAL
MOBILE CAREER DEVELOPMENT PROGRAM

GOAL: To create an awareness of the career development concept within the community, faculties, and administrators of the school district in the project area.

Provide media construction, development, and presentation techniques that interpret both social and individual needs in a changing world.

Provide occupational orientation and exploratory experiences for all persons at all levels in order that reasonable, enlightened, and long-range decisions may be made about vocational choices.

Facilitate entrance into post-secondary technical programs for the mass of students who drop out of the early years of college.

Improve the image of work in order that students, parents, and the general public may know of the dignity, challenge, and satisfaction (intellectual and financial) of a skilled or technical occupation.

Facilitate access into occupational education programs for those students who drop out of formal educational programs before graduating from high school.

Expedite entry or re-entry into vocational or technical training programs for those adults who need and desire training or re-training for job placement or advancement.

Provide placement services for students and adults with employers commensurate with the skills of the individual and the needs of the employer.

Career awareness is emphasized in grades seven and eight; career exploration in grades nine and ten. The last phase is emphasized in the eleventh and twelfth grades when students have an idea of what career they would like to train for after high school.

BACKGROUND: The Mobile Career Development Program is a division of the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, working in cooperation with the Guidance and Counseling Section of the State Department of Education.

Funded to begin operation on July 1, 1971, many months of planning and footwork went into the preliminary stages of the written proposal and the actual implementation of the program. Needs for the program were established, services to be rendered were set out, and methods of operation were devised. Details of the specially designed mobile units were drawn up, the most useful and appropriate were chosen, and much more.

On July 1, 1971, the program director and his staff met at Oklahoma City to begin a two-week orientation, which featured speakers from cooperating agencies such as the Oklahoma Employment Security Commission, State Health Department, Vocational Rehabilitation, and many others.

Moving to Stillwater, they became acquainted with the director, Dr. Francis Tuttle; the deputy director, Dr. Arch B. Alexander; and other members of the Oklahoma State Department of Vocational and Technical Education staff. They were inundated with lectures, films, tours, and written material.

DESCRIPTION: This program will supplement the very limited existing opportunities for youth and adults in the project area in career development planning, training, and placement. It will support instructional programs by staff development and increase motivation of individuals to relate school experience to social, political, and economic functioning in the American system. A comprehensive program will be developed to serve each community on a time-allocation basis. It is expected that implementation of this program will also provide services to the critical areas of in-service training, pupil services (vocational guidance and elementary counseling), and media.

MATERIALS NEEDED: Cassettes, film strips, slides, film loops, and 16mm films, which either describe careers and aspects of the world of work, or show the facilities at vo-tech schools, colleges, etc. Brochures and pamphlets on different occupations are provided to students. Handouts on interviews, jobs, educational facilities, employer needs, etc., are used.

EQUIPMENT NEEDED: Two-ton tractor truck to move units, and four mobile units. Inside the units: 16mm projector, 8mm projector, 35mm projector, overhead projector, cassette micromatic, cassette A-V matic, 3M microfiche reader/printer, brochure racks, tape recorder, camera, desk/chairs, office desk, typewriter, IBM copier, carpet sweeper/cleaner, file cabinets, coffee pot (for open house).

SUPPLIES NEEDED: Paper, pencils, stationery, envelopes, postage, calling cards, memo pads, name tags, briefcases, cleaning supplies, folders, magic markers, poster board, general office supplies.

SPACE REQUIRED: The 12' x 60' units contain two offices, reception area, conference-projection room, and storage space.

COST OF PROGRAM: $296,761.00 (for regional program).

SOURCE OF FUNDING: Federal and state allocations.

TIME REQUIRED TO ESTABLISH PROGRAM: Six months to one year.

PLANNING/TEACHER PREPARATION: The month of August of each year.

PERSONNEL NEEDS: Ten full-time staff members are needed: 1-supervisor, 8-counselors, 1-secretary, and 1-driver/maintenance person.

LOCATION: Thirteen counties of the most southeast Oklahoma.

1. McIntosh
2. Hughes
3. Haskell
4. Pittsburg
5. Latimer
6. Leflore
7. Coal
8. Atoka
9. Pushmataha
10. Johnston
11. Bryan
12. Choctaw
13. McCurtain

CONTACT PERSON: Mr. John Sokolosky
P.O. Box 530
Wilburton, OK 74578

APPENDIX C

PROMISING PRACTICES AND PROGRAMS FOR WHICH TRANSPORTABILITY INFORMATION WAS UNAVAILABLE

PRACTICES AND PROGRAMS FOR WHICH TRANSPORTABILITY INFORMATION WAS UNAVAILABLE

	Name of Practice or Program	Geographic Location	Contact Person	Brief Description
1.	Industrial Training	In many locations in Southeastern Oklahoma	Dr. Glen Gardner Dep. Superintendent Kiamichi AVTS P.O. Box 490 Wilburton, Oklahoma 74578	When a new industry comes in our area and needs trained personnel, we provide instructors in their plant on their machines to train individuals to the needed skill level. We sometimes give 2-4 weeks of orientation training in the vo-tech school prior to the trainee actually going to the industry.
2.	Emergency Medical Technician--Basic and Refresher	Program rotates within the Kiamichi system of campuses on demand	Larry Fountain, RN Kiamichi AVTS P.O. Box 1319 Idabel, OK 74745	Basic and refresher EMT courses offered. We have found response to this program excellent in that it provides update that has not been conveniently available in the past
3.	"Your Profits are Shrinking" Training on Shrinkage Control	Tulsa, Oklahoma	Barbara Jean Lyon St. Dept. Vo-Tech 1515 W. 6th Avenue Stillwater, OK 74074	A) Overview of Free Enterprise B) Filmstrip - "An Inside Job" C) Break down into groups, 5-8 employees D) Role play shoplifting practices; discuss proper actions to overcome losses. The session takes place on the sales floor of any retail store. Employees not only watch but also participate in the training.
4.	Silversmithing and Lapidary	Northwestern Okla State Univ. Alva, Oklahoma	Jerry Brownrigg NW Okla St Univ Alva, OK 73717	Fabrication of sterling silver jewelry and cutting of gem stones.

APPENDIX D

DESCRIPTIONS OF OTHER PRACTICES AND PROGRAMS

DESCRIPTIONS OF OTHER PRACTICES AND PROGRAMS

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
1. Law Officers Seminar Oil-Field Theft Investigation	Drumright, Oklahoma	Dr. Larry Ann Holley Coordinator Short-Term Adult Ed. Central Tech AVTS 3 CT Circle Drumright, OK 74030	Two-day seminar for area law officers. Cooperative effort with the Lester Law Enforcement Center at Oklahoma City.
2. Emerg. Medical Tech	Miami Baptist Hospital And on campus at: Northeast AVTS Afton, Oklahoma	Larry M. Johnson Adult Ed. Director P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	Students are trained in patient assesment, cervical/spinal injuries--care and immobilization long-bone fractures, wound care and bandaging, shock-recognition and care, cardiopulmonary resuscitation and general knowledge. Heavy use is made of various anatomical training aids for hands-on practical and instruction.
3. School and Factory Training	Muskogee, Oklahoma	Louis Lemons Adult & Industrial Educ. Coordinator Indian Capital AVTS Route 6, Box 206 Muskogee, OK 74401	Six training areas including machinist, industrial electricity, industrial electronics, blueprint reading, welding, heating and air conditioning, are taught on request of manufacturings. 144 hours at school and 72 hours at factory on factory equipment. All students already

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
			employed at factory and are taking refresher training or are being retrained for another position.
4. Casher-Checker Class	Metropolitan area of Oklahoma City	Doris Brannon P.O. Box 638 Nicoma Park, OK 73066 Phone: 769-4794	Mobile classroom which moves to a new location in the greater metropolitan area of Oklahoma City every three months.
5. Hotel/Motel Human Relations	Hilton Inn, N.W. Through Belle Isle, Oklahoma City, OK	Barbara Hope 5904 N. Villa OKC, OK 73112 Phone: (405) 848-7747	Short (½-day) seminar on human relations held at the Hilton Inn N.W.; for front-desk clerks and sales.
6. Business/Office Programs	Belle Isle	Loy Riggs Belle Isle AVTS 5904 N. Villa OKC, OK 73112 Phone: (405) 848-7747	All of our classes have adults enrolled right along with secondary students, and the teachers feel both benefit. Banking/Accounting Data Processing Secretarial/Clerical Medical/Legal Assistant
7. Vehicle Extrication--14-Hour Program	McCurtain County Campus Kiamichi AVTS Idabel, Oklahoma	Wayne Crusoe Adult Coordinator Kiamichi AVTS P.O. Box 1319 Idabel, OK 74745	Vehicle rescue extrication procedures of specialized rescue, emergency medical care, standard lifts and carries, methods of handling patients injured, jaws-of-life demonstration.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
8. Photography--Basic and Advanced	Northwestern Oklahoma State Univ. Alva, Oklahoma	Jerry Brownrigg Northwestern Okla. State University Alva, OK 73717	Techniques of picture-taking and development of film. Print mounting.
9. Talk-back T.V. from seven universities in Oklahoma	Poteau, Oklahoma and McAlester, Oklahoma	Charles Boyd Kiamichi AVTS P.O. Box 308 McAlester, OK 74501	Individuals are able to take regular college courses "at home at the vo-tech school" at the same time they are being taught on campus. This is for regular, on-campus credit.
10. The Great Plains Vo-Tech Service Ctr.	Central Mall, located in downtown Lawton, Oklahoma	Rae Jean McCall, Dir. Short-Term Adult Educ. Great Plains AVTS 4500 West Lee Blvd. Lawton, OK 73501	This off-campus center serves as an extension of the main activities of school related to adult education and placement. It is located in a mall. It provides job placement guidance, off-campus enrollment, promotion and advertising of adult vo-tech programs, teaching facilities for in-service training, job readiness seminars, career and training information, student recruitment, sponsoring agency coordinating, and advisory group meetings. 5,367 persons were served the first year. A near-by military installation provides bus service to the center for military personnel and dependents.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
11. Bus. & Office Educ. Data Processing	Fort Cobb, Oklahoma	Glenda S. Taylor P.O. Box 190 Fort Cobb, OK Phone: (405) 643-2387	Training for four data processing occupations and eight business & office occupations. The program features: A. Open-entry/open-exit B. Individualized, prescribed instruction C. Work at own pace
12. Small Business Mgmt.	Red River AVTS Duncan, OK 73533	Lane Garner Red River AVTS 3300 W. Bois D'Arc	Each month during the year, I spend at least two hours at the place of business of each individual enrolled in the program. During this time, we discuss different aspects of their business which pertain to management. As teaching aids, we have cassette tapes, films, and pamphlets from S.B.A. on business management. Also, each business' inventory is fed into our computer. Each month the inventory is brought up to date and the printout is given to the individual.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
13. Farm Business Mgmt.	Stephens and Jefferson counties and parts of Cotton county	Bob Mitchell State Dept. of Vo-Tech 1515 W. 6th Avenue Stillwater, OK 74074 Phone: (405) 377-2000	A three-year adult class which meets with the farm family once per month on a group basis, and once per month on the individual farm.
14. Successful Supervision	State Dept. of Vo-Tech Stillwater, Oklahoma	Lin Coury State Dept. of Vo-Tech 1515 W. 6th Avenue Stillwater, OK 74074 Phone: (405) 377-2000	4-module, 15-hour training program. Utilizes interaction modeling format with video tape role model for each separate module. Module titles include: 1. Handling Differences 2. Praising Workers 3. Getting Work Done (Delegating) 4. Correcting Worker Performance A total of nine audio tapes accompany the program. They are used for skill practice for each unit of instruction.
15. Educational child-care coordinator for child-care centers, day-care homes, and headstart centers	In child-care centers, headstart centers, and day-care homes in the McAlester, Oklahoma area	Clarice LaGasse Kiamichi AVTS P.O. Box 308 McAlester, OK 74501	A child-care instructor works halftime with local child-care centers. headstart centers, and day-care homes with an educational program. This program involves

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
			this instructor's going to the centers and day-care homes where she uses audio-visuals, demonstrations, hand-out materials, and discussion technqiues in teaching. The program includes introduction to child development, behavior and guidance, nutrition, health and safety, program planning, art, music, language, social studies, and responsibilities of day-care home operations.
16. The Center for Career Assessment	Moore-Norman AVTS 4701 12th Avenue N.W. Norman, OK 73069	Suzanne Allford Moore-Norman AVTS 4701 12th Avenue N.W. Norman, OK 73069 Phone: (405) 364-5763	The Center for Career Assessment offers assessment-center evaluation on two levels: management and life skills. Assessment-center evaluation is based upon the performance of an individual in job simulations. The job simulations are designed for each specific job in the management assessment, while the simulations remain constant in the life-skills assessment. The assessment-center approach is used extensively in business and industry but is

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
			fairly unique to education. Our program was designed by Assessment Designs, Inc., a leader in assessment-center technology. We have assessed over 200 people this year.
17. Immediate Job Entry	Okla. City, Oklahoma	R. P. Hurrington, Dean Career Development Southern Okla. City Junior College 7777 South May Ave. Oklahoma City, OK Phone: (405) 682-7544	Our technical-occupational courses are scheduled so as to accommodate any students' work schedule; we utilize various media forms to enhance learning; we recognize prior experience, learning, etc.
18. Pre-Enrollment Prog. Fort Howard Paper Co.	Muskogee, Oklahoma	Louis Lemons Adult and Ind. Educ. Coordinator Indian Capital AVTS Route 6, Box 206 Muskogee, OK 74401	16-hour orientation before company hires; when hired, school provides 400 hours of on-the-job training for each specific job.
19. Adult Extension Prog.	Communities surrounding Stillwater	Kent Metcalf Indian Meridian AVTS 1312 S. Sangre Road Stillwater, OK 74074 Phone: (405) 377-3333	Programs are taken to communities in the area. Teachers are hired from the town where course is held. Usually held in a school or public building.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
20. Management of Bees--4-Hour Program	McCurtain Co. Campus Kiamichi Area Vo-Tech Idabel, OK 74745	Wayne Crusoe Adult Coordinator P.O. Box 1319 Idabel, OK 74745	Spring Management of Bees Mike Vandeventer - Oklahoma Apiary Specialist
21. An Ongoing Industrial Skills Trng. Program	Northeast Area Vo-Tech School South Campus, Pryor	David T. Johnston Northeast AVTS P.O. Drawer P Afton, OK 74331	This is a three-year program that an industrial employee may attend one or two nights a week. It consists of industry-related courses which will allow employees to progress to a more advanced course, such as from Basic Electricity to Electrical Maintenance and then to Electrical Troubleshooting; from Machine Shop I to II and then to III; from Welding I to II and then to III; from Industrial Mechanics I to II. If the student completes all the courses in the three-year program as suggested by the advisory committee, he/she receives a certificate.

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Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
22. Select the Best	Stillwater, Oklahoma	Lin Coury St. Dept. of Vo-Tech Education 1515 W. Sixth Avenue Stillwater, OK 74074 Phone: (405) 377-2000	A training program in selection interviewing based on established job criteria. Hiring officials are taught to document interviews and comply with EEOC guidelines. Participants view role model video tapes and evaluate performance.
23. Successful Supervision-B	At various work locations or on campus at N.E. Area Vo-Tech, Afton, Oklahoma	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A course designed for new or prospective supervisors, department managers, or foremen. Topics include management fundamentals, handling employee differences, solutions to problems, motivating and praising worker performance, delegating work, and correcting undesirable worker performance. The training makes heavy use of video and audio tape presentations and accompanying workbooks.
24. Changing Roles of Women in Society (with emphasis on problems being faced in change)	Wakita - area rural	Nevaleen Selmat Box 452 Wakita, OK 73771 Home Phone: 594-2977 School Phone: 594-2261	A series of four seminars were held These involved activities, etc. 1. Self-Image 2. Professional Dress 3. Time Management - Stress 4. Public Safety - Legislation

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
25. (Controlled Data Learning Computer) "PLATO"	Media Center, Vo-Tech Lexington Inmate Trng. Center Lexington, Oklahoma	Clyde Ward, Asst. Dir. Vo-Tech Lexington Inmate Training Center Lexington, OK 73051 Phone: (405) 527-2191	Plato is programmed for grades 3 to 8 for math, language usage, and reading comprehension for vo-tech students that are below grade level. Plato is a computerized teaching machine which addresses students by name and allows them to progress at their own individual rate of speed. We use the machine for those students who need assistance in skill-related subjects such as math, reading, and language skills to help improve their ability to learn the welding skill, building trades skill, automotive mechanics, or air conditioning and refrigeration skill. Installation of Plato requires a dedicated telephone line.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
26. Commercial Sewing Machine Repair	At various manufacturing locations and on campus at Northeast Area Vo-Tech, Afton, Oklahoma	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A course designed to provide familiarization with the nomenclature, disassembly, maintenance and re-assembly of the single needle, double needle, binder surger and tacker of commercial sewing machines used in manu-
27. Typing I	Jay High School Jay, Oklahoma and Miami High School Miami, Oklahoma	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A basic outreach typing course for adults; taught in the local high school setting in the community.
28. Displaced Homemaker Center	McAlester Campus	Margaret Griffith Kiamichi AVTS P.O. Box 308 McAlester, OK 74501	Placement of women in training areas of welding, auto mechanics, etc.; give seminars for males and females in credit, borrowing, and investments, small claims court, insurance, estate planning, self-esteem and job readiness; help them find jobs and train in interview techniques; tell them about the different community contacts where they can get assistance; make home visits to help the needy clients who lack coping and employable skills.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
29. Military Correspondence Course	Tinker AFB Okla. City, Oklahoma	Peggy M. Smith 2854 ABG/DPCT Bldg. 217 Tinker AFB 73145 Phone: 732-9414 or 734-5471	Instruction of military correspondence, according to AFR Regulation 10-1, to civilian secretaries and clerks new on base. Course includes military letters, endorsements, memoranda, staff summaries, etc. The course is a 40-hour course, taught four hours a day. The course was developed and taught by the State Department of Vo-Tech.
30. I.V. Therapy	Miami Baptist Hospital and on campus at Northeast AVTS Afton, Oklahoma 74331	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A short course designed for LPNs, RNs, and EMTs, to train in the proper use and maintenance of an I.V.
31. Nurse Aide	In area hospitals in surrounding area and/or on campus location	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A 90-hour course designed to develop basic nursing skills of beginners or sharpen the skills of the experienced nursing assistant. Completed course will lead to employment opportunities in hospitals or nursing homes. Utilizes filmstrip and cassette A-V materials.

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
32. Ward Clerk	At various hospitals in the area	Larry M. Johnson Adult Education Dir. Northeast AVTS P.O. Drawer P Afton, OK 74331 Phone: (918) 257-4251	A 90-hour course designed to cover training practice in the clerical duties associated with the direct care of patients
33. Data Processing	Central Vo-Tech Drumright, Oklahoma	Paul Bell or Ron Vandener Central AVTS 3 CT Circle Drumright, OK 74023 Phone: (918) 352-2551	Provide students job-entry skills in data entry, computer operation, or computer programming
34. Self-Improvement - Adult Education Prog.	Star Spencer H.S.	Mrs. Nancy R. Davis Route 1 4224 Beaver Street Spencer, OK 73084 Phone: 769-3761	The adult vocational home economics class met monthly. It was open to anyone in the area who had an interest in homemaking. Classes were presented on "Self-Improvement." The teacher and invited guests taught classes each session on nutrition, safety, parenting, child and craft, consumer buying, modeling, energy conservation, knowing your community resources, and

Descriptions of Other Practices and Programs (Continued)

Name of Practice or Program	Geographic Location	Contact Person	Brief Description
			enrichment program. Culminated evaluation activities were done by presenting demonstrations, fashion shows, exhibits, and personally organized parent group--YHO. We met the first Thursday of each month.

APPENDIX E

SURVEY INSTRUMENT AND COVER LETTER

NON TRADITIONAL PRACTICES AND ACTIVITIES
IN ADULT VOCATIONAL EDUCATION
IN OKLAHOMA

1. A. Name of practice or activities or program.

   B. Geographic location. (Where is it?)

   C. Name, address, and phone number of person to contact.

   D. Brief description of the practice, activity, or program.

2. A. Name of practice or activities or program.

   B. Geographic location. (Where is it?)

   C. Name, address, and phone number of person to contact.

   D. Brief description of the practice, activity, or program.

(Letterhead)

Dear _____:

We are participating in a national study to identify nontraditional adult vocational-education practices and/or programs.

In this study nontraditional means "any practice or program that is unique or new to adult vocational education." To be considered nontraditional, a practice or program must meet one or more of the following criteria:

1. Takes adult vocational education to people where they live, work, and/or spend their leisure time.

2. Uses strategies involving technological means, such as--but not limited to--television, telephone, compressed video transmission, video disc players, etc.

3. Is administered or used in an innovative way.

4. Is delivered in any exemplary or innovative way.

5. Uses a unique support service or system.

6. Breaks down one or more barriers to adult enrollment.

You can assist us by answering the questions about each practice or program (see reverse side) at your institution which meets one or more of the nontraditional criteria and by returning the questionnaire in the envelope provided. If you have more than two programs or practices to report on, call me at (405) 377-2000, Ext. 309, for additional forms. If you feel you have no such practices or programs, please indicate by returning this letter.

Your contribution to this study is appreciated. Thank you.

Sincerely,

Sam Wadsworth
Nontraditional AVE
Project Director

APPENDIX F

ACCESSIBILITY EVALUATION INSTRUMENT
COVER LETTER AND FACT SHEET

Identification of Nontraditional Adult Vocational Education Practices or Programs in Oklahoma

EVALUATION FORMS

Directions: Please circle the degree which you feel describes the strength of the practice or program.

VS-VERY STRONG S-STRONG A-AVERAGE W-WEAK VW-VERY WEAK

EVALUATION FORM
#

Name:

Description:

To what degree does this practice or program appear to reach adults who have not been served under traditional vocational systems? ..... VS S A W VW

EVALUATION FORM
#

Name:

Description:

To what degree does this practice or program appear to reach adults who have not been served under traditional vocational systems? ..... VS S A W VW

MEMORANDUM

TO:

FROM Sam Wadsworth

DATE:

SUBJECT: Nontraditional Adult Vocational Education Practices or Programs

We have obtained brief descriptions of practices and/or programs which Oklahoma adult vocational educators felt were nontraditional and tended to increase accessibility to vocational education by breaking down one or more of the barriers to adult enrollment. Our task is to determine which of them appears to do it best.

To accomplish this task, the enclosed forms were prepared. Each form contains the name and a brief description of the program or practice, and the evaluation question. A fact sheet has been prepared to give you a better understanding of the study and the terms we are using.

Please read each description and rate the program or practice according to the instructions.

When you have completed the entire batch, please return them in the enclosed envelope. Our target date for completion is _____.

Your assistance with this study is invaluable and very much appreciated.

Identification of Nontraditional Adult Vocational Education Practices or Programs in Oklahoma

FACT SHEET

THE PURPOSE:

The purpose of this study is to identify the existing nontraditional adult vocational education practices and programs in Oklahoma that are designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education.

THE RESEARCH QUESTION:

Which of the identified nontraditional adult vocational education practices and/or programs in Oklahoma are the most promising in increasing accessibility for adults?

DEFINITIONS:

Adult Vocational Education--Organized educational programs which are directly related to the preparation of adults for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Nontraditional Practices and/or Programs--Those that are unique or customized for adult vocational education and help break down barriers to adult participation.

Promising Practices and/or Programs--Those that increase accessibility for adults in vocational education.

BARRIERS IDENTIFIED BY RESEARCH:

Financial--
- High cost of training
- Lack of financial aids for part-time trainees
- Transportation
- Personal economic problems

Family--
- Lack of child-care facilities
- Work commitments
- Family obligations

Fact Sheet (Continued)

Personal--
- Inability to decide
- Handicaps or disabilities
- Health
- Inadequate academic skills
- Negative attitude toward education
- Social status
- Negative peer-group pressure

Institutional--
- Length of programs
- Times courses are offered
- Inconvenient trng. locations
- Complicated or inconvenient registration procedures
- Discrimination
- Desired courses not offered
- Traditional delivery systems
- Lack of information about training
- Lack of support services

APPENDIX G

LISTS OF PANEL MEMBERS

PANEL FOR ASSESSING ACCESSIBILITY

Ms. Diane Piercy, Director of Adult Education
Western Oklahoma AVTS
P.O. Box 149
Burns Flat, Oklahoma 73624

Mr. Tom Copeland, Director of Adult Education
Tri-County AVTS
Box 3428 Eastside Station
Bartlesville, Oklahoma 74003

Mr. James R. Tritt, Director of Adult Education
Tulsa County AVTS at Memorial
3420 S. Memorial
Tulsa, Oklahoma 74145

Dr. Jerry Davis, Assistant Professor
Occupational and Adult Education
406 Classroom Building
Oklahoma State University
Stillwater, Oklahoma 74078

Dr. Tom Thomas, Assistant Coordinator of Planning
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

FIELD TEST PANEL FOR ASSESSING TRANSPORTABILITY

Mr. Victor Van Hook, Assistant Director--Educational Programs
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074

Dr. Clyde B. Knight, Associate Professor
Trade and Industrial Education
406 Classroom Building
Oklahoma State University
Stillwater, OK 74078

Ms. Millie Magers, Assistant Superintendent--Adult Education
Francis Tuttle AVTS
6600 N. Meridian, Suite 250
Oklahoma City, OK 73116

Mr. Bill Bushnell, Coordinator of Adult Education
O.T. Autry AVTS
1201 W. Willow
Enid, OK 73701

Ms. Peggy Bielich, Assistant Director
Oklahoma City Adult Vo-Tech Training Center
201 N.E. 48th Street
Oklahoma City, OK 73105

FINAL PANEL FOR ASSESSING TRANSPORTABILITY

Mr. Jess Banks, Employment and Training Coordinator
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Mr. Gene Beach, Regional Administrator
Oklahoma State Department of Vocational and Technical Education
Route 1, Box 97
Park Hill, Oklahoma 74451

Mr. John Friedemann, Curriculum Specialist
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Mr. Ray Meritt, Assistant Coordinator of Area Schools
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Mr. Dean Reeder, Regional Administrator
Oklahoma State Department of Vocational and Technical Education
P.O. Box 530
Wilburton, Oklahoma 74578

APPENDIX H

TRANSPORTABILITY INFORMATION FORM
AND COVER LETTER

TRANSPORTABILITY INFORMATION FORM

PROGRAM GOAL:

PROGRAM BACKGROUND:

MATERIALS NEEDED:

EQUIPMENT NEEDED:

SUPPLIES NEEDED:

SPACE REQUIRED:

COST OF PROGRAM FOR SEMESTER OR YEAR:

SOURCE OF FUNDING:

TIME REQUIRED TO ESTABLISH THE PROGRAM:

TIME NEEDED FOR PLANNING AND TEACHER PREPARATION:

PERSONNEL NEEDS--ADDITIONAL FULL-TIME OR PART-TIME STAFF:
--STAFF TRAINING REQUIREMENTS:

October 28, 1981

Dear

Last spring you sent us a brief description of your program for inclusion in our study of nontraditional adult vocational education practices in programs in Oklahoma. Recently the practices and programs were rated as to their increasing accessibility to vocational education for adults. Your program was rated as being one of the most promising. Because of the program's excellent rating, we would like to assess its transportability to different educational environments.

To do so, we need additional information about the program. Please provide the needed information on the reverse side of this letter and return it in the self-addressed envelope.

This is the final stage of the project, and we hope to bring it to a conclusion in a few months. It would, therefore, be helpful if your form is returned by November 15. Your contribution and extra effort are appreciated.

Thanks again.

Yours truly,

Sam Wadsworth
Nontraditional AVE
Project Director

APPENDIX I

TRANSPORTABILITY EVALUATION INSTRUMENT
COVER LETTER AND FACT SHEET

EVALUATIONS OF TRANSPORTABILITY

PROGRAM OR PRACTICE NAME: _____

TRANSPORTABILITY: Adaptable to a new or different educational setting. (How easily can it be used by other schools or vocational-technical centers.)

DIRECTIONS: Read each information sheet and indicate the degree to which the practice or program matches the criteria.

7 INDICATES THE HIGHEST DEGREE

A. COST CONSIDERATIONS		
1.	Low cost per unit or likelihood of savings	7 6 5 4 3 2 1
2.	Sources of funding are likely to be available	7 6 5 4 3 2 1
3.	Costs are reasonable	7 6 5 4 3 2 1
B. TIME CONSIDERATIONS		
4.	Time required to establish the practice or program is reasonable	7 6 5 4 3 2 1
5.	Time needed for planning and teacher preparation are reasonable	7 6 5 4 3 2 1
C. INSTALLATION CONSIDERATIONS		
6.	Installation is reasonable	7 6 5 4 3 2 1
7.	Adaptations are reasonable	7 6 5 4 3 2 1
D. PERSONNEL NEEDS		
8.	Additional full-time or part-time staff is not required	7 6 5 4 3 2 1
9.	Staff training is not required	7 6 5 4 3 2 1

Evaluations of Transportability (Continued)

E. SPACE REQUIREMENTS

10. Normal housing facilities would be sufficient	7	6	5	4	3	2	1

F. EQUIPMENT REQUIREMENTS

11. Does not require major changes in equipment or hardware	7	6	5	4	3	2	1
12. Supplies and/or other software items are readily available	7	6	5	4	3	2	1

G. EXPECTATIONS

13. Expect similar educational results at various locations	7	6	5	4	3	2	1

April 1, 1982

MEMORANDUM

TO:

FROM: Sam Wadsworth

SUBJECT: Nontraditional Adult Vocational Education Practices Or Programs

We have now obtained the information necessary for assessing the transportability of adult vocational education practices of programs. These practices or programs were identified earlier this year as promising to increase opportunities for adults to enroll in vocational education. Our present task is to determine which of these programs or practices could be easily used by other schools or vocational-technical centers.

To accomplish this task, we are providing an information sheet and an evaluation form for each program or practice. A brief fact sheet is enclosed to give you a better understanding of the study and the terms we are using.

There are six practices, two programs, and one course to assess. Please note, each practice was an innovation that was added to an existing program. We, therefore, have provided only the information related to the implementation of the practice in an existing program.

In rating the transportability of the practice, the rater must assume that the program in which the practice is to be implemented already exists.

Please read each information sheet and indicate the degree to which the practice or program meets the criteria.

When you have completed the evaluations, please return them in the enclosed envelope. Our target date for completion is April 7, 1982.

Your assistance with this study is invaluable and very much appreciated.

Identification of Nontraditional Adult Vocational Education Practices or Programs in Oklahoma

FACT SHEET

THE PURPOSE:

The purpose of this study is to identify the existing nontraditional adult vocational practices and programs in Oklahoma that are designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education.

THE RESEARCH QUESTION:

Which of the most promising nontraditional adult vocational education practices or programs in Oklahoma are most transportable to new or different educational environments?

DEFINITIONS:

Adult Vocational Education:

Organized educational programs which are directly related to the preparation of adults for paid or unpaid employment, or for additional preparaton for a career requiring other than a baccalaureate or other advanced degree.

Nontraditional Practices or Programs:

Those that are unique or customized for adult vocational education and help break down barriers to adult participation.

Promising Practices or Programs:

Those that increase accessibility for adults in vocational education.

Transportable:

Moveable to a new or different educational environment.

THIS STEP:

In this step of the study, we wish to determine the transportability of each practice and program that was rated as having high potential for increasing accessability for adults in vocational education. There are six practices, two programs, and one course to assess. We have provided the information necessary to evaluate the transportability of each.

Fact Sheet (Continued)

Please Note--Each practice was an innovation that was added to an existing program. We therefore have provided only the information related to the implementation of the practice in an existing program.

IN RATING THE TRANSPORTABILITY OF THE PRACTICES, THE RATER MUST ASSUME THAT THE PROGRAM IN WHICH THE PRACTICE IS TO BE IMPLEMENTED ALREADY EXISTS.